

ABSTRAK

ROSPITA SILABAN, NIM. 8176182044. Perbedaan Kemampuan Berpikir Kreatif pada Materi Pecahan antara Pembelajaran Kontekstual Berbasis Gaya Belajar dengan Pembelajaran Langsung di Kelas V SD. Program Magister Pascasarjana Universitas Negeri Medan, 2021.

Tujuan penelitian ini untuk mengetahui: (1) Apakah kemampuan berpikir kreatif siswa dalam penerapan model pembelajaran kontekstual berbasis gaya belajar lebih tinggi dari pembelajaran langsung, (2) Bagaimana aktivitas siswa selama pembelajaran kontekstual berbasis gaya belajar (3) Bagaimana tingkat kemampuan guru mengelola kelas dalam penerapan model pembelajaran kontekstual berbasis gaya belajar, dan (4) Bagaimana proses jawaban siswa dalam penerapan model pembelajaran kontekstual berbasis gaya belajar di kelas V SD Negeri 106161 Laut Dendang. Penelitian ini merupakan penelitian eksperimen semu. Populasi penelitian ini adalah seluruh siswa kelas V SD Negeri 106161 Laut Dendang yang terdiri dari 3 kelas paralel. Dari seluruh siswa kelas V dipilih siswa sebanyak 2 kelas sebagai sampel. Kelas eksperimen diberi perlakuan pembelajaran kontekstual berbasis gaya belajar dan kelas kontrol diberi perlakuan pembelajaran langsung. Teknik analisis yang digunakan yaitu analisis deskriptif untuk mendeskripsikan aktivitas siswa, kemampuan guru mengelola pembelajaran, dan proses jawaban siswa. Analisis inferensial data dilakukan dengan menganalisis kovarians (ANACOVA). Hasil penelitian menunjukkan : (1) Kemampuan berpikir kreatif siswa dalam penerapan pembelajaran kontekstual berbasis gaya belajar lebih tinggi dari pembelajaran langsung (2) Kadar aktivitas aktif siswa selama penerapan pembelajaran kontekstual berbasis gaya belajar memenuhi toleransi waktu ideal (3) Kemampuan guru mengelola pelaksanaan pembelajaran selama pembelajaran kontekstual berbasis gaya belajar masuk kedalam kriteria cukup baik (4) Proses penyelesaian jawaban siswa dengan menggunakan pembelajaran kontekstual berbasis gaya belajar lebih baik dari pembelajaran langsung

Kata Kunci : *Pembelajaran Kontekstual, Gaya Belajar, dan Hasil Belajar*

ABSTRACT

ROSPITA SILABAN, NIM. 8176182044. Differences in Creative Thinking Ability in Fractional Material Between Contextual Learning Based on Learning Styles and Direct Learning in Grade 5th Elementary. Magister's Degree Programs Pascasarjana State University of Medan, 2021.

The purpose of this study was to determine: (1) Is the ability of students to think creatively in the application of a learning style-based contextual learning model higher than direct learning, (2) How is the student's activity during contextual learning based on learning styles (3) What is the level of the teacher's ability to manage the classroom in application of contextual learning model based on learning styles, and (4) How is the process of student answers in the application of contextual learning model based on learning styles in class V SD Negeri 106161 Laut Dendang. This research is a quasi-experimental research. The population of this study were all fifth grade students of SD Negeri 106161 Laut Dendang which consisted of 3 parallel classes. Of all the fifth grade students, 2 classes were selected as the sample. The experimental class was treated with contextual learning based on learning styles and the control class was given direct learning treatment. The analysis technique used is descriptive analysis to describe student activities, the teacher's ability to manage learning, and the student answer process. Inferential data analysis was performed by analyzing covariance (ANACOVA). The results showed: (1) The ability of students to think creatively in the application of contextual learning based on learning styles was higher than direct learning (2) The level of active activity of students during the application of contextual learning based on learning styles met the ideal time tolerance (3) The ability of the teacher to manage the implementation of learning during Contextual learning based on learning styles is categorized as quite good (4) The process of completing students' answers by using contextual learning based on learning styles is higher than direct learning

Keywords: *Contextual Learning, Learning Styles, and Learning Outcomes*